



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254331

DfES Number: 500970

INSPECTION DETAILS

Inspection Date 03/03/2004
Inspector Name Jane Louise Tallent

SETTING DETAILS

Day Care Type Full Day Care
Setting Name University of East Anglia Nursery
Setting Address Earlham Road
Norwich
Norfolk
NR4 7TJ

REGISTERED PROVIDER DETAILS

Name University of East Anglia Nursery

ORGANISATION DETAILS

Name University of East Anglia Nursery
Address Earlham Road
Norwich
Norfolk
NR4 7TJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The University of East Anglia Nursery (UEA) provides full day care for children between the ages of six weeks to five years old. It operates from a purpose built nursery unit which is situated at the far end of the university's main car park, in Norwich, which is in Norfolk. It provides care for the children of students and staff of the university. The building comprises a baby room, toddler room, pre-school room, kitchen, laundry, toilets, sleep area and staff facilities. There is also a fully enclosed outdoor play area. The building is monitored by CCTV.

The nursery is open each day, for 50 weeks a year between 8.30 and 17.30. There are currently 129 children on roll, 25 of whom are in receipt of funding. Of this 25 children there are 14 funded three-year-olds, and 11 funded four-year-olds. The nursery support seven children who are funded for whom English is not their first language. There are no funded children who have special educational needs. The nursery is managed by an appropriately qualified manager, who is supported by a deputy and a team of care staff, all of whom hold relevant child care qualifications. They receive support from an external, advisory teacher and their Early Years Development and Childcare Partnership.

How good is the Day Care?

The University of East Anglia (U.E.A.) nursery provides good care for children in three class rooms for children of different ages and abilities. Staff are well qualified and experienced in childcare. They are positive and friendly towards the children and create a happy and stimulating environment for them. Most policies and procedures are implemented effectively.

Safety is prioritised and most risk assessments are regularly carried out to maintain the high standard of care offered. Children play in a securely enclosed outdoor area twice daily when weather permits. The older children visit some of the University amenities, such as the Mosque, shops and leisure facilities to broaden their horizons.

A wide range of good quality resources are available, to support children's learning, in this culturally rich environment. Low storage units allow children to select activities and assume some responsibility for their own personal belongings. Resources throughout the nursery, are imaginative, in good condition and appropriate for the ages and stages of development of children who attend the group.

The partnership with parents and carers is also good. Parents are given sufficient information about the group to encourage them to make valuable contributions to their children's care, and, to be informed of events, and how they are able to support them.

What has improved since the last inspection?

Since the last inspection the eight identified actions have been implemented successfully. As a consequence clear procedural guidance is available to staff and parents, children are able to work in small groups with a designated adult, and good quality, low storage is available for children to select activities from.

What is being done well?

- Organisation is good. The staff work efficiently, both, as one large team, as well as three independent teams. All are good role models for the children.
- Interaction is good and has a positive impact on children's confidence, self-esteem and on their developing independence.
- Resources are good. Many reflect a range of cultures and images that are positive and non stereo-typical. These help to create a stimulating environment, where children can play safely.
- The partnership between the nursery and parents and carers is strong and enables both parties to contribute towards their children's care.

An aspect of outstanding practice:

Open access times within the nursery enables children of all ages of to determine how they would like to spend a set period of time, and with whom. Staff are diligent, and as a consequence, siblings and friends are able to recreate 'family life' whilst they are in the nursery environment.(standard 3)

What needs to be improved?

- knowledge and implementation of current requirements regarding the staff vetting procedure
- risk assessments with regard to the frequency of fire drills and accessibility of staff possessions and laundry outlets.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure all current staff have up to date checks and are suitable, and that any person who has not been vetted is never left alone with children.
6	Ensure sufficient fire drills are carried out to ensure that staff and children attending different times are familiar with the evacuation routine and review risk assessments to include laundry appliance outlets in the outdoor activity area and the accessibility of adult possessions stored in low units. This refers particularly to open access times.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at the University of East Anglia (U.E.A.) Nursery is good. It enables children to make very good progress in all the areas of learning.

The quality of teaching is very good. Staff are well qualified, experienced and committed to providing a stimulating, fun environment in which children are able to thrive and learn. They successfully balance free choice with purposeful, sustained activities. Staff use effective strategies to enhance the children's learning.

A good structure for planning and assessments is in place. Consequently the activities are meaningful to children as individuals, enabling them to succeed and develop good self-esteem, confidence and independence. Children plan their own activities, and are able to influence their play and learning as they chose from a wide range of stimulating resources that they can explore freely. Children's assessments and the evaluation of planning is used to support future planning.

The leadership and management of the nursery is also very good. Both the nursery manager and staff demonstrate a real commitment to improving the care and education of children. Regular staff meetings, inset training, induction, appraisals and policy reviews take place to monitor and evaluate the effectiveness of the nursery provision.

The nursery has a very good partnership with parents and carers. They have devised an effective routine for sharing information and encourage parents and carers to attend termly interviews, read notices and newsletters and engage in informal conversations with staff on a daily basis. In this way both parties are able to make practical contributions towards the children's care and learning.

What is being done well?

- The children are taught well and consequently they are learning and developing appropriate skills in all areas of the curriculum. Their personal, emotional and social skills are particularly well supported.
- Interaction is good, which enables children to feel valued. The children are supported to reach the goals that they set for themselves. Staff have high expectations, and are able to help children to enjoy their successes.
- Resources, throughout the nursery, are of good quality and are well used to support children's learning across the curriculum.
- The monitoring and evaluation of the day to day running of the provision positively impacts on the quality of care and education that is offered.
- The relationship with parents and carers is good and enables them to contribute towards their child's learning, either by helping children to plan an

activity as they arrive, or by making contributions to their assessment profiles.

What needs to be improved?

- the reference to one's "self" as a third person when talking to children
- the development of children's independence at all times.

What has improved since the last inspection?

The nursery has fully implemented three key issues from the previous inspection and has therefore made very good progress in these areas.

A foundation stage learning story, assessment record is kept for each child, as a personal profile. This produces a significant record of achievements, and favourite activities that can be shared with parents and carers, as part of an assessment system.

A key worker system has been introduced which allows the children's progress to be monitored. Small group times take place around the children's interests as a direct consequence of observations that are made.

Staff ensure that children are able to access materials and tools from low storage units to support their learning according to their age and stage of development, and without compromising the children's safety. They have introduced the 'find, use and return' High Scope approach to learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated by a wide variety of activities and have learned to consider other children so that the group can work harmoniously together. Interaction is good and children behave well. They are familiar with routines and respond positively to requests. As a result the children are confident and are developing good self-esteem. They share some responsibility for their personal care as they serve their own meals, wash hands, tidy up, dress themselves and go to the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They have begun to make decisions and negotiate. They enjoy stories and can link sounds to letters. Some children enjoy retelling familiar stories in a group together. Most children have begun to realise that words have meanings and enthusiastically find their named trays. They are encouraged to extend their vocabulary through planned activities such as making their own books. Some children have begun to ascribe meanings to the marks that they make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are able to count past ten unaided as they match the time to their daily routine. They take part in many worthwhile activities to match, compare and solve practical problems, such as working out how many places to set out at lunch times. Adults support children's learning by using mathematical language across the curriculum, during games and in imaginary role play situations. They have begun to use simple addition and subtraction in familiar routine situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities for children to explore their environment are maximised. Children show sensitivity towards each other and learn about cultures, festivals and a variety of lifestyles before recording their observations imaginatively in two and three dimensions. Their scientific development is fostered through their curiosity as they discover which objects sink or float in water for example. They use technology within play and have good opportunities to design and build.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Planned activities teach children to move with control and to be aware of space for themselves and others. The children are learning how to keep healthy and share responsibility for their own care, by putting on hats and coats outside in cold weather. Co-ordination and manipulative skills are good. Children pedal, scoot, run and throw, catch and hit balls. They show control of their hands and fingers when building blocks, using pencils, paint brushes, scissors and glue sticks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children use a variety of materials to communicate their ideas and explore textures, colour, shape and form. Displays of children's work set the rooms and corridors alight and create useful reference points for the children to use. Hands on exploration of materials, and meal times, effectively nurture children's sensory development. They are able to sing together, play and make musical instruments. Staff also create regular opportunities for children to move spontaneously to music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- reflect on the effect of referring to one's 'self' as a third person when talking to children, as part of a consistent nursery approach. Consider particularly the impact that this may have on children who have English as a second language
- enable the children to develop their personal independence at all times during the day.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.